**PHASE 2 LESSON PLAN TEMPLATE**

***A. Students and Setting:***

Students: They are 9th Grade students aged between 14 and 16 years old. They are beginners as they have no previous experience of the English language. This is the first year they are learning English.

Setting: It is a public secondary school. There are 40 students in the class. English classes are 60 minutes long and we meet twice a week. Students do not have access to internet neither in the class nor in the whole school. There are only chairs, desks and a blackboard in the class. We usually move the chairs and desks to form groups of 4 or 6 students. There is only one Data Show in the school.

***B. Lesson Background:***
In the first lesson in the unit of “Food and Drinks” , students were introduced to new vocabulary related to food and drinks “potatoes, eggs, pizza, milk, water, bananas …..” . In this lesson, students will review the vocabulary already taught . Then, they will learn how to order food in a restaurant using the vocabulary together with the structure “I would like ….” . In the next lesson, students will use the same vocabulary and structure to talk about shopping.

***C. Learning Objectives/Expected Results:***
Students will watch and listen to the vocabulary related to food and drinks in different contexts. They will be able to use the vocabulary orally and in written tasks.
Students will create their own menus with names of meals and their prices.
Students will apply the vocabulary words in their conversations.
By the end of the lesson, students will be able to use the vocabulary words to order food and express what they would like to eat or drink.
Students will be able to evaluate their peers’ conversations.

***D. Materials and Sources:***.
Materials: Some real food, napkins, plates and cups brought by the teacher. Teacher’s laptop, Data Show. Video for the listening phase. Handouts created by the teacher including a conversation titled “At the Restaurant”. A Menu
Sources:
The real food , napkins, plates and cups are brought by the teacher.
The handout is created by the teacher.
Data Show taken from the school administration.
“At the Restaurant” https://www.youtube.com/watch?v=RJsFReaPfzg

***E. Procedures / Timing:***

| **Teacher does/says . . .** | **Students do/say . . .** | **Approximate time needed** |
|---|---|---|
| Warm up: Reviews the already taught vocabulary by showing students some real food and asks students to name them. | Respond to the teacher's questions by naming the food or the drink they see. | 5 minutes |
| Tells students to watch the video and guess where the people are and what are they doing. | Watch the video<br>Respond to the teacher's questions. | 3 minutes |
| Asks students what was the last time they went to a restaurant and what did they order.<br>Writes down students responses by dividing the food into starters, main courses, and desserts. | Respond orally naming the food and drinks they have ordered. | 5 minutes |
| Assigns students to pairs and provides them with handouts of the conversation in a restaurant with gaps to fill in with food and drinks vocabulary. | Fill in the gaps in the conversation. | 10 minutes |
| Provides students with the menu worksheet and asks them to create their own menus. | Fill in the menu worksheet with dishes including the price for each dish. | 5 minutes |

| | | |
|---|---|---|
| Explains that students will practice ordering food in a restaurant using the menus they have created. | | |
| Circling around to monitor pairs work and gives help when needed. | | 5 minutes |
| Set a table (with the napkin, plates and glasses) for practicing the dialogue. | | 2 minutes |
| | Pairs act out their conversations. The other students write down their comments on the performances. | 15 minutes |
| Follow up: Divide students into groups of three (two customers and one waiter) and have them practice ordering food based on what they have learned and without writing a conversation. | | 10  minutes |

***F. Learner Feedback/Formative Assessment:***

While students are writing their conversations, I will turn around and take notes on whether they are able to use the food vocabulary properly and easily. Students also will give each other feedback after their performances.  This formative assessment will enable me to determine whether students need more practice with the new vocabulary.

***G. Extended Reflection:***

(a) This lesson is an extension of the original lesson plan, though I have made few changes. In this lesson, I have the students create their own menus so that they have more practice of the vocabulary about food and drinks. Also, students will

have the chance to change roles and work in groups to come up with a conversation without previous preparation.

(b) All the required topics are included in this lesson plan, I used **realia** which are some food and drinks that students will be able to name and use in their dialogue performances**. Critical and creative thinking** are applied in creating students' own menus with dishes and their prices.
Students will work **in pairs** then **in groups** to act out their dialogues of ordering food in a restaurant. And last, I will use **formative assessment** in taking notes on whether students need more practice  with the new vocabulary while writing their dialogues, and when the other students are given their classmates **feedback** on their performances.